DOCUMENT RESUME

ED 034 621 24 RC 003 880

TITLE Changes in Attitudinal Characteristics of Migrant and Ex-Migrant Workers Involved in Adult Education. Final Report.
INSTITUTION New Mexico Univ., Albuquerque. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-7-G-046
PUB DATE Oct 69
GRANT OEG-7-8-000046-0018-(010)
NOTE 20p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.10
DESCRIPTORS *Acculturation, Adult Basic Education, *Adult Education, Adult Vocational Education, *Attitude Tests, Changing Attitudes, Middle Class Values, *Migrant Workers, Occupational Aspiration, *Program Evaluation, Research, Social Attitudes, Statistical Analysis, Work Attitudes

ABSTRACT

To ascertain and assess the changes in social and attitudinal characteristics among migrant and ex-migrant workers because of participation in adult education programs, a sample of 208 subjects were randomly selected from the Southwest. The selection was made from 3 program groups--adult basic, vocational, and pre-vocational education. Each subject was administered a pre- and post-test on the California Test of Personality, Muncy's Scale of Acculturation, Winslow's Scale of Alienation, the MSU Work Beliefs Checklist, and Haller's Occupational Aspiration Scale. The complete analysis produced several significant results both in change within each group and differences in change between groups. The study suggests that adult education projects should anticipate and try to enhance the observed attitudinal changes as measured by the California Test of Personality. Changes in attitudes as observed in this study should result in the student being more capable of functioning in the Anglo middle class culture and this should be one of the aims of any adult education program. (DK)

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BR 7-G-046
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ED034621

FINAL REPORT
Project No. 7-G-046
Grant No. OEG-7-8-000046-0018-(010)

CHANGES IN ATTITUDINAL CHARACTERISTICS OF MIGRANT AND EX-MIGRANT WORKERS INVOLVED IN ADULT EDUCATION

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October 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education
Bureau of Research

RC003880

Summary

The purpose of this study was to ascertain and assess the changes in social and attitudinal characteristics among migrant and ex-migrant workers because of participation in some adult education program.

The sample consisted of 208 subjects randomly selected from several adult education projects operating in the South West. The Ss were assigned to one of three groups (Adult Basic, Vocational, Pre-Vocational) depending on the type of program in which they were participating. Each S was administered a pre- and post-test on the California Test of Personality, a Scale of Acculturation, Scale of Alienation, the MSU Work Beliefs Checklist, and an Occupational Aspiration Scale.

The difference between the pre- and post-test scores were analyzed on each of 29 different variables to assess any change that might have occurred during the course of the program. The secondary analysis consisted of an analysis of covariance comparing the three groups on each of the 29 variables.

The complete analysis produced several significant results, both in change within each group and differences in change between the groups. There was a significant change in Total Personality Adjustment within each of the three groups as measured by the CTP. The Adult Basic Education group seemed to change mostly on Personal Adjustment, while changes for the Vocational and Pre-Vocational groups were distributed over both the Personal and Social Adjustment portions of the CTP. Although there were some significant pre- post-test differences observed on the other four tests, they are so few and well scattered that they are considered of minor consequence.

It is suggested that Adult Education projects should anticipate, and try to enhance the observed attitudinal changes as measured by the CTP. Changes in attitudes as have been observed in this study should result in the student being more capable of functioning in the Anglo middle class culture than he had previously been able to do. Any adult education program should make every effort to contribute as much as possible toward this type of change in the individual.

Introduction

No matter what methods of assessment are used, migrant workers are disadvantaged people. A similar statement may generally be made regarding ex-migrant workers and their descendants. They are found in slum areas, regardless whether those areas are urban or rural. This is not to say that they comprise all the slum areas, as these people are only a small portion of the people that exist under oppressed conditions. They are generally dissatisfied with life and have fatalistic and/or apathetic attitudes which have resulted from their extreme poverty (Ulibarri, 1966). They say- We are discriminated against, we can't get jobs, we can't succeed in school, we are not allowed to compete. However, these feelings of discrimination and attitude, toward job opportunities, success, and competition may be the result of a perpetuating cycle influenced by the culture in which they live, and its conflict with the dominant culture.

Attitudes and values are the direct result of perceptual development. Perception begins early in life and occurs through stimulation of the sensory modalities (vision, audition, touch, taste, and smell). If any of these modalities are defective as a result of poverty and a lack of basic needs, perception will be distorted or at least retarded, with its concommital effect on personality development and success in adapting or adjusting to the environment, to say nothing about its effect upon success in the educational systems.

Perceptional development is stimulated by enviornments that are rich in the range of experiences available (Bloom, Davis, and Hess, 1965). The advantage gained in perceptual development by middle and/or upper class children is most prominent in the early years of school. This early academic advantage has a cumulative effect that is evident throughout the school years. If the disadvantaged child falls behind in the first grade he is less able than others to accomplish the tasks required of him in the second grade and so on. The result is that he repeatedly encounters failure, thus contributing to the development of a negative self attitude, and probable withdrawal and alienation from the school program. This attitude toward education may generalize to the dominant culture. The child then turns to his peers for a more satisfying relationship resulting in the peer groups becoming more central in the life of disadvantaged children far earlier than it does for culturally advantaged children. The school with its emphasis on learning tasks, deferred gratification, and adult controled social activities has a difficult time competing with the peer society which offers exciting and meaningful activity with immediate and powerful rewards, quite independently of adult control.

Motivation is considered a major factor in school achievement (Segal and Ruble, 1962). Coleman's (1961) theory is that motivation is a function of the interaction of values among high school children and adults at different ages. Pressey and Jones (1955) found that young people today tend largely toward emergent values (defined as socially

centered ones) and away from the more traditional ones (defined as individual values of thrift, intellectual attainment, believing hard work will bring success, etc.). This could indicate that the values emphasized by a particular group may have more bearing on student motivation than do particular personality traits. Poor value orientation as compared to values of the majority, may result in poor school achievement, lack of interest in school, and early school leaving. If the peer group is essential in the life of these students and its values are in opposition to those of the dominant culture, dissention occurs thus increasing the probability of alienation.

Research on failure has shown negative effects on personality development, subsequent achievements and aspiration (Bloom et al, 1965). The ego development of the deprived child is more likely to be characterized by the lack of self-confidence and a negative self-image than that of the middle class child. Continual and ever increasing exposure to failure and criticism has a negative effect and results in a significant reduction, if not a complete loss of aspiration.

Studies of motivation show that many deprived adolescents often have unrealistic aspirations (Bloom et al, 1965). Verbalized educational and aspirational goals are often incongruent with actual achievement and the training being received. This syndrome is often continued into adulthood and may be found in many (if not most) adult education programs. This would imply that special counseling considerations should probably be given all culturally deprived students, whether children or adults.

There is one advantage however, that an adult education program may have over a public school system. Namely, the adult has recognized that there is a deficiency (if he is willing to enter a program), recognizes the need to try and do something about it, and therefore, might be more highly motivated to apply what skills he has developed to rectify this deficiency. The rigid habit patterns and the value systems that may have developed still may indicate the need for special teaching techniques and extensive counseling.

The opinions, attitudes, and beliefs of adults are more firmly fixed and generally more dogmatic than those of children. An adult has a large reservoir of past experience which has shaped his ideas of what he can do. His past experiences may have been so negative, unfortunate, or irrelevant that he may underestimate his ability to attain a goal. For learning purposes, probably the most damaging attitude an adult can have is a negative one toward schooling, held over from childhood. Again the cumulative effect of cultural deprivation rears its ugly head. The fear and anxiety associated with prior failure in the educational setting will make it more difficult for these adults to benefit from an educational program.

Although it was mentioned earlier that the motivation of an adult enrolled in a program might be higher than that of the children, the motivation of all culturally deprived adults as a group might be lower.

This could be the interpretation placed on the difficulty that most agencies have in recruiting adult students for their programs. It has been reported that it is generally necessary to contact ten persons, in order to recruit one trainee (HEW, 1965). Without adequate and appropriate counseling, the individual could revert back to this lack of motivation if he should encounter failure or even prejudice on the first job. This would create an even greater barrier to future job placement and success than his condition prior to training. It has also been charged that most efforts to reach the hard-core unemployed ignore the most disadvantaged and service the most accessible and the most promising.

The director of this project has interviewed in depth a sample of 65 migrant and ex-migrant workers in order to ascertain their social and attitudinal characteristics. The sample expressed an overwhelming fear of want. Their destitution basically dominated all their orientations towards life resulting in negative attitudes and disorganization. They indicated little motivation towards helping themselves and their existence was one of fatalism and anomia. Further studies by the author have indicated that when socio-economic class is held constant, the same characteristics prevail whether or not the subject may be classified as a migrant or ex-migrant, Mexican, Negro, Indian, or Anglo. The same general attitudinal and value systems seem to permeate the lower class culture.

A sample of high school students who were migrants from Applachia were compared with a section of the native lower middle class students where they settled. According to the California Test of Mental Maturity, there was no significant difference, and according to the Haller's Occupational Aspiration Scale, there was also no significant difference in the aspiration of the migrants and the natives. However, in their preceptions for success there was a significant difference between the groups. Migrants saw education and effort as being less significant in achieving success (Ricco, 1965).

When the family lives in a rural area, the children must necessarily depend on their parents more than urban children. Upward Bound programs have found that adolescents look to their parents and try to fulfill their parents desires. The parents often verbally express a desire for their children to have a better education and better jobs than they have had, but do not know how to provide the atmosphere or encouragement for this to be accomplished.

The occupational aspiration levels of children are influenced by the social status of the family. As socio-economic status of the family increases, so do occupational aspirations. There also seems to be an inverse relationship between how realistic a person's occupational aspirations are and his social status. Lower socio-economic people have less realistic occupational aspirations than people in the higher social levels (Segal and Ruble, 1962).

Regardless of whether a family may be classified as rural or urban, the parents have a responsibility not only to their children, but to the community as well. Adult education programs should be designed to stimulate this responsibility. The parent cannot fulfill the role of counselor to his children if his own motivational and aspirational levels are at the lowest levels. Modern society requires a positive attitude toward education. Altering parents' value systems through education might be one way of accomplishing this goal. The more congruent a parent's attitudinal systems are with the dominant culture, the better he can function in the society and he can more adequately fulfill his role as occupational and educational counselor to his children. Some method must be found to break the perpetuating effects of poverty. Adult education programs have this opportunity.

Numerous types of adult education programs have now been in existence for some time. Casual observation makes evident the fact that many of the programs being established were undertaken without a clear understanding of the students being served or the culture in which they live and hence, without definite anticipation of the results that would be produced. Many programs were established merely because there were funds available. Undoubtedly many of these programs have produced wonderful results and are to be commended.

The programs in general have as their stated objective one or more of the following purposes: literacy (such as the basic education programs), better home living (such as the variety of OEO sponsored programs), and/or occupational success such as in the vocational education programs. Regardless of the fact whether programs have attained their stated objectives or not, certain unanticipated consequences may have resulted. For example, with the Spanish speaking people in the Southwest, a program planned to make them literate in English may also have accelerated their acculturation. A vocational program may have raised the level of aspiration of the participants regarding job attainment. When they did not get the anticipated job, their personal-emotional stability may have suffered. On the other hand, it is hoped that the various types of programs may have actually attained their anticipated goals without bringing some undesired consequences.

Problem and Objectives

The purpose of this project was to determine and assess what, if any, unanticipated consequences may be occurring in various adult education programs. More specifically, this project attempted to find answers to the following questions:

1. What effect does adult education have on the process of acculturation?

2. What effect does vocational education have on the aspirational levels of the individual?

3. What effect does an adult education program have on the social and family conditions of the participant?

4. What effect does any type of adult education program have on the self-image of the individual?

From the above objectives, the following hypotheses were made:

1. Adult education does not in any way affect the students' degree or level of acculturation.

2. Vocational education will raise the occupational aspirations of the individual.

3. An adult education program will improve the subjects' family and social conditions.

4. Adult education improves the self-image of the individual.

5. Emotional stability will be enhanced as a result of adult education.

6. The subjects' feelings of alienation from the society will not be affected by an adult education program.

Procedure

Sample

A total of 209 subjects were randomly selected for participation in this study from several adult education projects operating in the Southwest. The subjects were assigned to three basic categories depending on the type of program in which they were participating. These categories have been assigned labels of Adult Basic Education (Group 1, N=74), Vocational (Group 2, N=88), and Pre-Vocational (Group 3, N=47). Each of the subjects were given a pre-test at the beginning of the project and were post-tested near the completion of the program. The post-test was identical to the pre-test. The time span between pre- and post-tests varied from 10 to 12 weeks.

The Ss in Groups 1 and 3 were all unemployed. Most of the subjects in Group 2 were also unemployed. However, some of these subjects may have been employed on a part time basis only during their participation in this program.

All of the organizations participating in this study contained a placement aspect to their program. Every effort was made to place each individual in a satisfactory position at least by the end of the program. Because of this placement service, the attrition rate in many of the programs would reach as high as 50% of the students before the termination of each session. In order to assess a reasonable sample, this

attrition necessitated the pre-testing of considerably more subjects than would normally be expected. Since there was no way of predicting what percentage of the students would complete a program, testing was continued until an adequate sampling was considered to have been reached in each of the three categories. Unfortunately this procedure left Group 3 considerably smaller than the other two groups. In order to include as much data as possible, all subjects were included in the study for which data was collected on both a pre-test and a post-test. This procedure resulted in the final results producing an unequal N between the groups. Although these groups could have been equalized by randomly discarding subjects in the two largest groups, the author felt the total data would increase the validity of the final results. A further factor influencing this decision was that the primary emphasis in this project is on intra-group comparison rather than inter-group comparisons. A further difference between the three groups was that for the majority of the Ss, the programs in which Groups 1 and 3 were participating each included an extensive screening process through which the subject's eligibility for participation in the program was determined. Little or no screening was required for Group 2 to be determined eligible for the program.

Tests

After extensive pilot testing, five separate tests were found to be appropriate for use in this study. These tests include Haller's Occupational Aspiration Scale (OAS), the adult form AA of the California Test of Personality, 1953 revision (CTP), Muncy's Scale of Acculturation (Revised) (SOA), the MSU work beliefs check list (MSU), and a modified version of Winslow's Scale of Alienation (AS).

The OAS is a multiple item forced choice instrument designed to measure a person's general social prestige level of occupational aspiration and indicate how realistic their occupational aspirations are. Alternatives for each question systematically span the entire range of occupational prestige. Alternatives for each question are scored from zero to nine, thus the total possible score for all eight items range from 0-72. Although this scale was developed primarily for assessing the level of occupational aspirations for males in rural areas, it was deemed appropriate for this study by encouraging the participants, even though they included both males and females, to consider each of the occupations listed as generic terms with no sex orientation involved. After careful examination of the occupations listed, it was determined that the occupations themselves did not preclude the employment of females in these particular positions and therefore should give a relatively accurate assessment of the aspirational level of the participants in this study regardless of their sex.

The California Test of Personality (CTP) provides information, about personal and social characteristics of individuals and groups and assists guidance personnel in identifying certain important components in personality and social development often referred to as "intangibles." Each of

the six levels included in this scale are divided into two sections, personal adjustment and social adjustment. By responding yes or no to carefully developed questions, examinees indicate how they feel, think, and act regarding a wide variety of situations which affect them as individuals or as members of groups. The Personal Adjustments section assesses Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Freedom from Withdrawing Tendencies, and Freedom from Nervous Symptoms. The Social Adjustment section assesses Social Standards, Social Skills, Freedom from Anti-Social Tendencies, Family Relations, Occupational Relations, and Community Relations. The total possible score for each of the six levels under personal and social adjustment range from 0 to 15. Therefore the personal adjustment section and the social adjustment section each have a maximum possible of 75 points. Combining these two sections would then give a total adjustment score which could range up to a maximum of 150 points. Generally speaking, the higher the score the greater the degree of adjustment.

The SOA includes a series of statements which check the subject's attitudes towards education, family relations, politics, economics, recreation, religion, and health. Each item must be responded to on a scale of 1-5 which indicates whether the subject considers the statement to be unimportant or bad for one, to important or good for five. In each of the five categories, the higher the score per category the more likely the person is to adapt to an urban situation.

The MSU consists of a number of forced choice questions to which the subject responds by agreeing or disagreeing. It has been designed to measure six areas of belief which have been hypothesized to affect one's ability to adapt successfully to the conditions of urban economic life. Areas such as evaluation or attitudes towards change, attitudes towards migration, adaptability, and others are included. Thus, the person who scores high on the check list has a better chance of being successful in an urban occupation than an individual who scores low on the MSU.

The AS consists of a series of items to which the subject must respond on a scale of from 1-5. The items are designed in such a fashion as to assess the subject's feeling of powerlessness, normlessness, self-estrangement and isolation. All of these sub-categories can then be combined to produce a total score which gives an indication of the subject's over-all feeling of alienation.

Results and Interpretation

The primary analyses of the data for this study was a t-test for the difference between correlated means. The pre- and post-test means were compared on each of the 29 possible scores for each of the three groups for a total of 87 separate tests. This was the intra-group comparison that is considered the most valuable in determining the existence of secondary effects of each program.

Table 1 summarizes means, the standard deviations and t's computed between the pre- and post-tests on each sub-scale of the CTP for each group. There were significant changes within at least one group on each of the sub-scales of the CTP with the exception of 1B and 2A. That is, there were no significant changes in any group on either Sense of Personal Worth or Social Standards. In most of the cases where significant differences were found, the change was an increase in the mean score from the pre-test to the post-test indicating "better" adjustment at the end of the program than at the beginning.

On the Personal Adjustment portion of the CTP, Group 1 showed a significant change on scales 1C, 1D, 1E, 1F, and the sub-total. This indicates that at the end of the program these people had a greater Sense of Personal Freedom, less Feeling of Belonging, Greater Freedom from Withdrawing Tendencies and Greater Freedom from Nervous Symptoms than they did at the beginning of the program. The significant t on the sub-total indicates that their overall personal adjustment was increased during the process of the program.

Group 2 showed a significant change on the Self-Reliance (1A) and Freedom from Withdrawing Tendencies (1E) sub-scales as well as the Total Personal Adjustment scale of the CTP. Not only did Group 1 show a significant change on more sub-scales than Group 2, but the change seems to have been of a greater magnitude.

There was a significant change in Group 3 on the Self-Reliance (1A), Sense of Personal Freedom (1C), and Freedom from Withdrawing Tendencies (1E) sub-scales of the CTP. It should be emphasized that there was no significant change in this group on Total Personal Adjustment. It should be noted that the magnitude of change for Group 3 was relatively low with no t reaching the .01 level of significance. Due to the relatively small absolute change necessary on each sub-scale to produce significance, any change not exceeding the .01 level of confidence should be interpreted with caution.

Concentrating on the sub-total for personal adjustment, these results would indicate that Group 1 was relatively "better able" to adapt themselves to the dominant culture (on a personal basis) than either Groups 2 or 3 at the beginning of the program. Stating this a little differently, the Ss in Group 1 received more benefit from their program in so far as personal adjustment was concerned than did Groups 2 and 3. Likewise the change observed in Group 2 was considerably greater than that observed for Group 3. It should also be noted that the mean scores for Group 1 were generally higher on both the pre-test and the post-test than were the means for either Groups 2 or 3. There was no similar relationship that existed between the latter two groups with any degree of consistency. These results could then be interpreted as indicating that not only did Group 1 generally score higher than the other two groups on the pre-test, but they also received a greater benefit from the program. Reasons for this does not lie within the scope of this paper nor was any attempt made in this study to explain these differences.

Group 1 showed a significant change only on the Occupational Relations (2E) sub-scale of the Social Adjustment portion of the CTP. In other words, they had a "better" attitude toward work at the end of the program than they did at the beginning. There was no significant change in Total Social Adjustment.

Group 2 indicated significantly "better" social adjustment on Social Skills (2B), Anti-Social Tendencies (2C), Family Relations (2D), Community Relations (2F), as well as Total Social Adjustment. This group made significant changes in more categories of social adjustment than did either of the other two groups.

There were significant changes for Group 3 on Family Relations (2D), Community Relations (2F), as well as Total Social Adjustment. It is interesting to note that both Group 2 and Group 3 changed significantly toward a "better attitude" toward both their family and the community during the time span of the program. This could be conservatively interpreted as an increase in these Ss acceptance of, and their ability to get along with others. Again, it should be emphasized that due to the relatively small absolute change necessary for significance, any change not reaching the .01 level of confidence should be interpreted with caution.

Looking at the Total Adjustment score of the CTP, a significant change was found for all three groups that exceeded the .001 level of confidence. This would indicate that all of the programs contributed significantly to change that should increase the participant's ability to function in the dominant culture than he had been prior to his participation in the program. The change noted in Total Adjustment is of such magnitude that this interpretation may be made with considerable confidence. However, it should be noted that the majority of the change in Total Adjustment for Group 1 was contributed to by changes made in their Personal Adjustment. The total change observed in both Group 2 and Group 3 was rather evently distributed across both the Personal and Social Adjustment portions of the CTP.

Analysis of the pre-tests and post-tests on the OAS indicated no significant changes on any scale for any group except for attitude toward the family for Group 2 and Group 3. Both of these groups indicated a "better" attitude toward the family at the completion than they did at the beginning of the program. The means, standard deviations and t's derived in this analysis are summarized in Table 2.

Equating this analysis with the analysis of 2D on the CTP, even though the level of significance is relatively low, a certain degree of confidence may be placed in the statement that change has occurred. On both tests, the change noted for both groups was a higher score on the post- test than on the pre-test. This would indicate that during the course of the program, these Ss developed a "better" acceptance of their families. The means, standard deviations and t's derived in the analysis of the AS are summarized in Table 3. The only significant change noted was on the Normlessness portion for Group 3. The change

Table 1

Summary of Means and Standard Deviations of the Pre-test and Post-test Scores with the t Resulting from the Difference for Each Group on the CTP.

CTP Sub-Test		Group 1 Mean	t	S.D.	Group 2 Mean	t	S.D.	Group 3 Mean	t	S.D.
1A	Pre	9.18		2.69	8.70		2.61	9.00		2.46
	Post	9.59		2.87	9.71		2.58	9.70		2.35
	t		1.89			5.06****			2.57**	
1B	Pre	10.61		2.50	10.43		2.63	9.83		2.53
	Post	10.92		2.12	10.54		2.51	10.24		2.51
	t		1.85			0.43			1.31	
1C	Pre	10.43		2.64	9.67		3.28	9.37		2.96
	Post	11.18		2.43	9.99		3.30	9.93		2.68
	t		3.28***			1.13			2.34*	
1D	Pre	10.70		2.36	10.88		2.68	9.91		3.26
	Post	10.20		2.37	11.29		2.96	10.37		2.81
	t		2.64**			1.61			1.80	
1E	Pre	9.80		3.17	9.29		3.57	9.17		3.53
	Post	10.47		2.89	10.01		3.08	9.85		3.23
	t		3.22***			2.65**			2.59**	
1F	Pre	8.64		3.45	9.08		3.14	10.35		9.11
	Post	9.39		3.20	9.29		3.47	12.11		11.05
	t		3.66****			0.77			1.70	
Sub Total	Pre	59.32		11.97	57.93		13.94	55.61		13.99
	Post	62.30		13.08	60.83		13.56	57.89		15.95
	t		3.77****			3.31***			1.69	
2A	Pre	10.62		2.18	10.08		2.36	10.63		14.02
	Post	10.55		2.30	9.96		2.32	9.15		2.57
	t		0.33			0.63			0.74	
2B	Pre	9.68		2.14	10.07		2.38	9.48		2.40
	Post	9.92		2.36	10.60		2.29	9.80		2.58
	t		1.52			2.68***			0.98	
2C	Pre	11.19		2.82	11.02		2.95	10.33		3.30
	Post	11.51		2.67	11.56		2.42	10.39		2.86
	t		1.63			2.64**			0.24	
2D	Pre	10.78		3.56	10.21		3.57	10.17		2.73
	Post	10.73		3.44	10.77		3.32	10.70		2.88
	t		0.23			2.26*			2.17*	
2E	Pre	8.92		2.81	8.54		2.83	9.28		3.06
	Post	9.54		2.94	9.06		2.61	9.67		2.84
	t		2.79***			1.91			1.35	
2F	Pre	9.69		2.67	8.90		2.88	9.26		2.42
	Post	9.52		2.55	9.35		2.92	9.96		2.21
	t		0.90			2.01*			2.94***	
Sub Total	Pre	61.01		11.03	58.93		11.05	56.33		12.16
	Post	61.32		11.84	61.32		10.84	59.50		9.91
	t		0.38			3.47****			2.85***	
Total	Pre	119.92		20.75	116.86		23.41	112.65		24.18
	Post	124.61		21.00	122.15		23.02	119.85		20.40
			4.45****			3.92****			3.65****	

* P <.05 *** P <.01

** P <.025 ****P <.001

Table 2

Summary of Means and Standard Deviations of the Pre-test and Post-test Scores with the t Resulting from the Difference for Each Group on The Muncy Scale of Acculturation.

Acculturation Sub-scale		Group 1 Mean	t	S.D.	Group 2 Mean	t	S.D.	Group 3 Mean	t	S.D.
Education	Pre	28.23		2.83	27.70		2.25	26.96		4.66
	Post	28.72		2.13	27.56		2.54	27.76		2.66
	t		1.49			0.54			1.69	
Family	Pre	19.31		3.69	17.73		4.04	18.72		3.85
	Post	19.39		3.61	18.55		4.49	19.61		3.86
	t		0.25			2.02*			2.19*	
Politics	Pre	25.17		4.48	25.57		3.88	25.78		6.47
	Post	25.34		4.43	24.86		4.56	25.89		3.36
	t		0.51			1.60			0.13	
Economics	Pre	29.85		3.67	31.09		4.61	29.54		4.73
	Post	30.08		3.70	30.65		4.01	30.07		5.87
	t		0.77			1.11			0.79	
Recreation	Pre	36.83		6.70	39.24		8.32	39.67		8.47
	Post	37.15		6.81	38.00		8.00	39.39		6.72
	t		0.65			1.57			0.34	
Religion	Pre	30.42		4.57	30.72		4.52	30.11		6.72
	Post	30.10		4.66	30.99		4.37	30.43		6.08
	t		0.99			0.90			0.54	
Health	Pre	25.18		3.25	24.64		2.47	24.28		3.27
	Post	25.59		3.08	25.07		2.55	25.22		2.99
	t		1.18			1.69			1.96	

*P <.05

Table 3

Summary of: - The Winslow Scale of Alienation

Alienation Sub-scale		Group 1 Mean	t	S.D.	Group 2 Mean	t	S.D.	Group 3 Mean	t	S.D.
Powerlessness	Pre	34.06		6.99	32.99		5.62	35.80		8.97
	Post	34.20		7.29	33.78		6.04	36.78		8.08
	t		0.19			1.28			1.04	
Normlessness	Pre	23.00		7.40	25.19		6.83	24.76		7.45
	Post	23.03		7.01	26.13		7.31	26.76		7.19
	t		0.03			1.45			2.18*	
Self estrangement	Pre	44.40		11.71	49.90		11.13	50.40		11.82
	Post	44.29		11.42	49.83		11.44	51.30		11.84
	t		0.08			0.08			0.55	
Isolation	Pre	29.94		5.99	32.92		8.40	31.83		8.67
	Post	31.23		6.95	32.98		8.88	33.49		8.25
	t		1.40			0.07			1.64	
Total Alienation	Pre	131.40		22.66	140.75		22.06	142.96		29.55
	Post	132.51		23.14	142.82		24.37	148.11		27.88
	t		0.52			1.00			1.38	

*P <.05

was an increased score from the pre-test to the post-test, indicating a reduction in acceptance of the norms of the dominant culture during the course of the program. Comparing the change on the AS with that observed on the CTP a paradox is found to exist. On the CTP it was found that this group was more capable of functioning in the dominant culture and indicated an increased acceptance of the dominant cultures' values over the period of the program. However, the AS indicated a significant decrease in Group 3's acceptance of the dominant culture's norms. Considering the level of significance and the direction of change on both the CTP and the AS, greater confidence may probably be placed on the results of the former test. Therefore, it seems logical to interpret the change noted in the AS as being spurious results, and subject to question.

There were no significant changes in attitudes as measured by the MSU in any of the three groups. Comparing the changes made on the CTP with those recorded on the MSU, significant changes should have been expected on the latter. However, since none occurred, it is probably that the former is a far more sensitive instrument for assessing change. The means, standard deviations and t's resulting from change as assessed by the MSU are summarized in Table 4.

Table 4

Summary of Means and Standard Deviations of the Pre-Test and Post-Test Scores with the t Resulting From the Difference for Each Group in the MSU Work Beliefs Checklist

	Group 1			Group 2			Group 3		
	Mean	t	S.D.	Mean	t	S.D.	Mean	t	S.D.
Pre	32.00		3.37	30.74		4.43	31.15		5.07
MSU Post	32.08		3.63	30.40		4.02	31.94		4.33
t		0.24			0.85			1.39	

There was a significant change recorded for Group 3 on the OAS. This change was a lower score recorded on the post-test than on the pre-test. This would indicate that at the end of the program the Ss in Group 3 had a more realistic attitude toward the types of occupations they could enter than they did at the beginning of the program. Table 5 summarizes the means, standard deviations and t's derived in the analysis of the OAS.

Table 5

Summary of Means and Standard Deviations of the Pre-Test and Post-Test Scores with the t Resulting From the Difference for Each Group on the Occupational Aspiration Scale

	Group 1			Group 2			Group 3		
	Mean	t	S.D.	Mean	t	S.D.	Mean	t	S.D.
Pre	34.81		5.81	35.06		9.74	35.43		10.89
OAS Post	35.81		8.24	35.59		8.74	33.55		10.91
t		1.17			0.66			2.20*	

*P < .05

Secondary Analysis

The secondary analysis was an analysis of covariance between the three groups, co-varying the pre-test with the post-test in all cases. On the CTP, no significant differences were found between the groups on either the sub-total of the Personal Adjustment Scale, the sub-total of the Social Adjustment Scale, or the Total Personality Adjustment.

Looking at the individual sub-tests for Personal Adjustment, the only place a significant difference is found between the groups is on the Freedom from Nervous Symptoms Scale (1-F) of the CTP. In this case there is a significant difference beyond the .05 level with Group 3 showing greater freedom from nervous symptoms than either of the other two groups ($F = 3.56, < .05$). This significant difference between the groups on the analysis of covariance is a result of the change made by Group 3 between the pre-test and the post-test. There were no significant differences between the groups on the pre-test. However, the differences between the three groups on the post-test were significant beyond the .01 level. Since Group 3 scored higher than the other two groups on both the pre-test and the post-test, this group not only showed greater freedom from nervous symptoms at the beginning of the program but also made greater advances where freedom from nervous symptoms are concerned than either of the other groups. Although this difference could be attributed to a greater degree of adjustment on the part of the Ss, it is this writer's opinion that the difference between the groups indicates a lack of acculturation by this group. This interpretation is supported by the analysis of the Social Standards sub-scale on the Social Adjustment Scale. In this case, there is a significant difference between the groups beyond the .01 level with Group 1 scoring highest and Group 3 scoring lowest. In other words, although Group 3 had greater freedom from nervous symptoms, they showed much less acceptance of social standards indicating that they have not accepted the dominant culture's social values.

Inspecting the means of all three groups on the pre-test, post-test, and adjusted post-test for the Social Standards Scale indicates that all groups recorded a lesser degree of acceptance of social standards on the post-test than they did on the pre-test. However, the significant differences resulting between the two groups is the result of Group 3 showing a much greater reduction in acceptance of social standards than either of the other two groups. The end result being that Group 1 showed a significantly higher acceptance of social standards on the adjusted post-test scores than either Group 2 or Group 3.

A slight paradox seems to exist when we inspect the results of the Community Relations Scale for the Social Adjustment sub-test. In this case there was a significant difference between groups beyond the .05 level with Group 3 scoring highest, which indicates a greater acceptance of community relations. However, this could still be interpreted as a lack of acculturation into the dominant society for this group. Part of the interpretation of the Community Relations sub-scale indicates that " . . the individual who may be said to be making good adjustments in

his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners." (CTP Manual, p.4) It would not seem unlikely that an individual could score relatively high on the Community Relations scale as a result of his attitude toward his own culture or toward the culture in which he lives. This does not necessarily indicate that the person has accepted the middle class Anglo values in community relations.

Something that should be noted at this point is that, with the exception of the Sense of Personal Worth sub-scale, and the Feeling of Belonging sub-scale on the Personal Adjustment portion of the CTP, all groups scored between the 30th and the 50th percentile on all the other sub-scales. Regarding the two exceptions to this range of scores, on the Sense of Personal Worth sub-scale, Group 1 scored near the 70th percentile while both the pre-test and post-test scores for Group 3 were near the 20th percentile for the Total Personal Adjustment for all groups around the 30th percentile, while the Total Social Adjustment for all groups ranged between the 30th and 40th percentile. The overall Total Adjustment also ranged between the 30th and 40th percentile. This would indicate that regardless of the differences between the groups, they still scored below the norm on all forms of adjustment when the total scores are taken into consideration.

Looking now at the comparison between the groups on the SOA, there were no differences between the three groups on the analysis of covariance on any of the sub-scales of acculturation. This could be interpreted in one of two fashions. The first would be that the groups are very homogenous in so far as their level of acculturation is concerned, or secondly, the SOA is not as appropriate in assessing acculturation as is the CTP. The latter interpretation seems the most plausible This interpretation is supported not only by the lack of differences between the groups on the acculturation scale but also by the relationships found in the differences between groups on the Freedom from Nervous Symptoms of the Social Standards Scale and the Community Relations Scale of the CTP. It also seems possible that on the SOA the Ss were responding the way they thought they ought to respond rather than responding to how they actually felt or acted.

Concerning the Winslow Scale of Alienation, Group 1 scored lower than either Group 2 or Group 3 on the sub-scales of Normlessness and Self-estrangement as well as on Total Alienation. On the Powerlessness Scale the difference between the groups was significant beyond the .05 level with $F = 3.55$. This would indicate that Group 2 considered themselves to have a greater degree of control over their own destiny or have greater confidence in their ability to contribute to their own destiny than did either of the other two groups. The difference on the Normlessness Scale was significant beyond .01 level with $F = 3.37$ with Group 1 low. This would indicate that Group 1 has a greater acceptance of the norms or the standards of the Anglo middle class society than either of the other two groups.

On the Selflessness Scale, Group 1 was again low with the difference between the groups significant beyond the .05 level (F = .45). This could be interpreted as indicating that Group 1 has a much greater acceptance of themselves than either of the other two groups. Although there were no significant differences between the two groups on the Independence sub-scale, Group 1 was again low on the adjusted post-test means. The differences in overall feeling of alienation between the groups was significant beyond the .05 level (F = 3.26). This should be interpreted as indicating that Group 1 has a much greater feeling of acceptance toward the Anglo middle class society than do either Group 2 or Group 3. It is this writer's opinion that the difference between the groups could be attributed more to the screening process involved in the selection of subjects for the Group 1 program than the effect of the program itself.

There was a significant difference between groups on the MSU work beliefs check-list that was beyond the .05 level (F = 3.19). In this case Group 3 was significantly higher on the adjusted post-test means than either of the other two groups. This writer feels that this significant difference between the groups should be interpreted as a spurious relationship because of analyses previously discussed in this paper. It seems unlikely that Group 3 would have a "better" attitude toward work than either Group 1 or Group 2 yet indicate a lower level of acculturation than do the other two groups. Although this is possible, it does not really seem likely. There were no significant differences between the groups on the Occupational Aspirations Scale.

Reference should now be made to the specific hypotheses under study in this investigation. The results indicated a failure to reject the first hypothesis. This hypothesis stated that: Adult education does not in any way effect the students' degree or level of acculturation. The only significant changes noted on the SOA were in the Ss attitude toward the family for Groups 2 and 3. Significant changes were not observed on any of the variables related to the dominant culture.

Hypotheses 2, that vocational education will raise the occupational aspirations of the individual was rejected. There was no change observed in Group 2 on the OAS. This test was designed primarily to assess how realistic an Ss occupational aspirations really are rather than the exact level of aspirations. However, since no significant change did occur the hypothesis may still be rejected with confidence.

It was hypothesized that an adult education program will improve the subjects' family and social conditions (Hypothesis 3). The results suggest a partial acceptance of this hypothesis. The scores for Groups 2 and 3 increased significantly on attitudes toward Family Relations (2D) and Community Relations (2F) of the CTP. No change was recorded in either of these categories for Group 1.

If the Personal Adjustment portion of the CTP can be interpreted as indicative of self-image, then Hypothesis 4 may be partially accepted.

This hypothesis states that: Adult education improves the self-image of the individual. Both Group 1 and Group 2 changed significantly on their Total Personal Adjustment, as well as several of the sub-scales in this category. The partial rejection results primarily from the failure of Group 3 to change on Total Personal Adjustment, and the lack of change in all three groups on the Sense of Personal Worth sub-scale.

Hypothesis 5, that emotional stability will be enhanced as a result of adult education, was partially accepted. All three groups indicated a greater Freedom From Withdrawing tendencies (1E). Group 1 also showed a significant increase in Freedom From Nervous Symptoms (1F). Neither Group 2 or Group 3 changed on the 1F sub-scale.

The results indicated that Hypothesis 6 should be at most partially rejected. This hypothesis states that: The subjects' feelings of alienation from the society will not be affected by an adult education program. The only change on the SA was by Group 3 on the Normlessness Scale. However, if personal and social adjustment as assessed by the CTP may be considered indicative of degree of feelings of alienation, then the observed changes would suggest a partial rejection of this hypothesis.

Discussion and Implications

The primary purpose of this study was to determine if any changes occur in student's social and attitudinal characteristics as a result of participation in an adult education program. The major emphasis was on assessing various aspects of acculturation, self-image, family, and social adjustment. Although most adult education programs are oriented toward altering the cognitive functionality of participating students, this study has shown that other unanticipated results can occur. If adult education projects that service primarily the lower socio-economic classes are going to maximize their effectiveness, the programs should be structured in such a fashion that they will deliberately attempt to increase the student's social and personal adjustment.

By changing the attitudinal structure of the students, these programs will be making numerous contributions to the harmonious functioning of the society. Parents participating in these programs will be better capable of fulfilling their role as counselor to their children. This can increase the children's desire for educational improvement and reduce the probability of the child's repeated exposure to failure. Increased motivation on the part of the adult will increase job success. Occupational success by the parent will influence not only their own, but also their children's occupational aspirations. The more adjusted a person is to a society, the less disruption he will create as he functions in that society. The more he is able to interact with the society, the lower will be his feelings of alienation and defensiveness. In essence, the theme of this entire paper may be stated as: The less a person's attitudes and values are in opposition to those of the dominant culture, the better he will be able to function in that society. Adult education should contribute significantly to this homogeneity.

APPENDIX A

Several changes had to be made from the original proposal to actually doing the study. One of the changes made at the suggestion of the reviewers of the proposal was the elimination of a control group.

Another change made because of logistic reasons was the elimination of a follow up with the Vocational Group. An attempt was made to test the Vocational Group six months after completion of their program. Due to incomplete records, horizontal mobility, and lack of cooperation by the Ss, an adequate number of tests could not be administered. Therefore, this portion of the study had to be abandoned.

Several adult education projects servicing primarily migrant and ex-migrant workers originally agreed to participate in this program. During the delays created, primarily by delays in funding, and by far more extensive pilot testing than was anticipated, several of these agencies ceased to operate, and others decided not to participate. It was then necessary to find substitutes for these programs. A difficulty arose at this point in trying to specifically identify individuals who could definitely be categorized as migrant or ex-migrant workers. The dilemma was resolved by further pilot testing holding socio-economic class relatively constant. The results indicated that regardless of the mobility or ethnic origin of the subjects or their parents, similar value systems prevailed. Oppressed people share similar attitudes, desires, wants, fears, etc. Therefore, the decision was made to include in the project subjects that could not definitely be classified as migrant or ex-migrant workers. The above mentioned loss of agencies also necessitated changing the classification of one group of subjects from Home Living to Pre-Vocational.

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